

---

## **4. Guidance and Counseling Services for Adolescents**

**Manjula Patil, Geeta P. Channal, Patil S. S.**

Associate Professor and Scientist,  
All India Coordinated Research Project (Women in Agriculture),  
University of Agricultural Sciences,  
Dharwad, Karnataka, India.

### **4.1 Guidance:**

Adolescents need the help of older or more experienced people to cope up with problems of daily life in the society. In India, leader of the family or parents are supposed to provide necessary guidance to adolescents whenever it is needed.

But majority of parents are illiterate and are not in a position to provide guidance to their adolescent sons and daughters.

Sometimes the guidance provided by parents may prove harmful because of lack of scientific knowledge of human behaviour and problems.

Hence, there is great need to provide necessary guidance at the appropriate time by qualified personnel.

According to Jones, 'Guidance' involves personal help given by someone, it is designed to assist a person to decide where he wants to go, what he wants to do, or how he can best accomplish his purpose. It assists him to solve problems that arise in his life.

Guidance is necessary to teach the standards and values which are prerequisites for attaining happy and healthy adult status. It is the assistance given to individuals in making intelligent choices and adjustments. It is an integral part of education and entered directly upon this function.

## **4.2 Needs Of Guidance For Adolescents:**

- Guidance services, if properly organized, help to eliminate wastage and stagnation by developing the curriculum according to abilities of adolescents.
- Adolescents face many problems in selecting appropriate courses for themselves. They are helped to select courses according to their abilities, interests and aptitudes.
- The guidance services decreases the number of misfits by helping them to see the situations in realistic manner.
- Through guidance the adolescents are prepared for professional leaderships.
- Guidance helps to solve problems of discipline.

## **4.3 Broad Areas of Guidance:**

### **4.3.1 Educational Guidance:**

Educational guidance, is so far as it can be distinguished from any other form of guidance, is concerned with the provision of assistance to pupils in their choices in, and adjustment to, the curriculum and school life in general. Educational guidance is, therefore, essential in the counseling service. Guiding young people to pursue the right type of education is necessary while ensuring that the right balance is kept in order to meet the human resource needs of a nation.

### **4.3.2 Vocational Guidance:**

Vocational guidance is a process for helping individuals to choose an occupation, prepare for it, enter it and develop in it. Vocational happiness requires that a person's interests, aptitudes and personality be suitable for his/her work. It plays its part by providing individuals with an understanding of the world of work and essential human needs, and familiarizing individuals with such terms as 'the dignity of labour' and 'work value'..

### **4.3.3 Personal and Social Guidance:**

Personal and social guidance is the process of helping an individual to know how to behave with consideration towards other people. Primarily, personal and social guidance helps the individual to understand himself, know how to get on with others, learn manners and etiquette, pursue leisure time activities, practice social skills, develop family and family relationships, and understand social roles and responsibilities

### **4.3.4 Other Areas of Guidance:**

- Guidance in social and civic activities
- Guidance in the worthy use of leisure time
- Guidance in health and physical activities
- Guidance in character building exercise
- Courses, curriculum and school guidance
- Civic and moral guidance
- Leisure time or cultural guidance
- Social guidance
- Leadership guidance
- Recreation guidance

### **4.3.5 Types of Guidance:**

- **Individual guidance:** A professional assistance provided to single person with aid of interviews and tests for maximizing the satisfaction of that person.
- **Group guidance:** A professional assistance provided to group of people with aid of interviews of test for maximizing the satisfaction of group.

## **4.4 Counseling:**

Counseling is said to be the core of the entire guidance programmes. It is considered to be the most intimate and vital part of the guidance programme. Professional counseling is a recent development. Colleges, universities, industries and business establishments are becoming increasingly interested in counseling and its potential for improving

interpersonal relationships. Counseling is a process by means of which the helper expresses care and concern towards the person with a problem, and facilitates that person's personal growth and brings about change through self-knowledge.

Counseling is provided under a variety of labels. For example, there are instances where counseling is offered when a relationship is primarily focused on other, non-counseling concerns. A student may use a teacher as a person with whom it is safe to share worries. In such a situation, the teacher uses counseling skills, but does not engage in an actual counseling relationship. The teacher counsels but is not a counsellor.

#### **4.5 Aims of Counseling:**

The aims of counseling are broad. They may depend on the situation and the environment and on training. The basic aims of counseling include the following:

- To help students gain an insight into the origins and development of emotional difficulties, leading to an increased capacity to take rational control over feelings and actions.
- To alter maladjusted behaviour.
- To assist students to move in the direction of fulfilling their potential, or achieve an integration of conflicting elements within themselves.
- To provide students with the skills, awareness and knowledge, which will enable them to confront social inadequacy.
- To give the student information on matters important to success.
- To get information about student which will be of help in solving his problems.
- To establish a feeling of mutual understanding between student and teacher.
- To help the student work out a plan for solving his difficulties.
- To help student know himself better his interests, abilities aptitudes and opportunities.
- To encourage and develops special abilities and attitudes.

In school/college, boys and girls face many difficulties and problems which may be expressed in the following ways: withdrawal,

unhappiness, annoyance, anger, inability to meet needs, lack of knowledge, partial or total failure, inability to realize aspirations, anxiety and hyperactivity for which a great deal of psychological support maybe required for boys and girls, particularly those already affected.

Counseling is important at adolescent stage, because this is when boys and girls develop positive sexual attitudes and practices. It is when students begin to understand who they are, and how they can contribute to healthy relationships. They start to develop attitudes of respect toward members of the opposite sex, and see how each community member can contribute to development. Personal and social counseling should also assist in awakening students to educational and vocational opportunities. The image of a girl in most Indian communities is that of a passive, submissive person, who remains in the background. Generally these girls have a negative self-image and a feeling of inferiority. This is increased by the attitudes of parents, teachers and society. Personal counseling empowers girls, and teaches them to develop positive attitudes towards themselves, and is marked by an ability to acknowledge areas of expertise and to be free to make positive choices.

#### **4.6 Fields of Counseling:**

##### **4.6.1 Educational Counseling:**

A term first coined by Truman Kelley in 1914. Educational counseling is a process of rendering services to pupils who need assistance in making decisions about important aspects of their education, such as the choice of courses and studies, decisions regarding interests and ability, and choices of college and high school. Educational counseling increases a pupil's knowledge of educational opportunities.

##### **4.6.2 Personal/Social Counseling:**

Personal counseling deals with emotional distress and behavioural difficulties, which arise when individuals struggle to deal with developmental stages and tasks. Any aspect of development can be turned into an adjustment problem, and it is inevitable that everyone encounters, at some time, exceptional difficulty in meeting an ordinary challenge. For example:

- Anxiety over a career decision
- Lingering anger over an interpersonal conflict
- Insecurities about getting older
- Depressive feelings when bored with work
- Excessive guilt about a serious mistake
- A lack of assertion and confidence
- Grief over the loss of a loved one
- Disillusionment and loneliness after parent's divorce

#### **4.6.3 Vocational Counseling:**

Vocational counseling is defined as individual contacts with those counseled, in order to facilitate career development. This definition and category encompasses counseling situations such as these:

- Helping students become aware of the many occupations to consider
- Interpreting an occupational interest inventory to a student
- Assisting a teenager to decide what to do after school
- Helping a student apply to a college or university
- Role-playing a job interview in preparation for the real thing

#### **4.7 Benefits of the Guidance and Counseling Programme:**

Programme development is a systematic process that requires following a series of steps. A developmental and comprehensive school guidance and counseling programme not only benefits the students, but also the parents, teachers, administrators and the business community. The benefits to the various groups are as follows:

##### **4.7.1 Students:**

- Increases self-knowledge and how to relate effectively to others.
- Broadens knowledge about the changing environment.
- Helps them reach their fullest academic potential.
- Provides opportunities for career exploration, planning and decision-making.
- Provides an opportunity for networking with services and thus establishes an effective support system.

- Teaches responsible behavior.

#### **4.7.2 Parents:**

- Provides parents with support for their child's educational and personal development.
- Increases opportunities for parental involvement in the education of the child.
- Equips parents with skills necessary to support their child.

#### **4.7.3 Teachers:**

- Enables students to master effectively their subjects with an understanding of the importance of each one.
- Provides an opportunity to work in collaboration with other teachers and parents.

#### **4.7.4 Administrators:**

- Enhances the image of the school in the community, reduces strikes, and improves the general appearance of the school.
- Allows for systematic evaluation.
- Provides a structure which can be monitored easily.

#### **4.7.5 Business, Industry, the Labour Market:**

- Provides the potential for a well-informed workforce, with positive attitudes and the necessary skills.
- Provides an opportunity for collaboration with teachers in preparing students for the world of work, through participation in career fairs, and other career guidance activities.

#### **4.8 Parents Involvement In The Guidance Programme:**

For the effective provision of guidance services, guidance-counselors should aim at facilitating and/or developing regular and effective communication between parents and teachers. It is through such regular and effective communication that the guidance programme can achieve

its goal of serving the interests of boys and girls. Various media can be used for effective communication with teachers and parents. Among them are newsletters, parent-teacher meetings, letters, parents' meetings, prize-giving/open day ceremonies, parents' days, etc. There is a need to develop a sense of partnership between parents and teachers. This can only be done through regular contacts between them. The guidance-counselor should, therefore, facilitate the process of creating a welcoming, friendly, purposeful atmosphere which promotes contacts between parents and teachers. Parents should co-operate with teachers, especially the guidance-counselors, in helping the child develop his/her potential as well as overcome his/her problems.

Parents should provide guidance- counselors with background information (about the child) which is necessary to facilitate growth and assist teachers to help children make academic and career decisions based on accurate information. This is to avoid raising false hopes. This information could include the child's health, developmental concerns, family background, and other data that can be useful in assisting the child. This information should be filed and kept confidentially in the guidance-counselor's office.

In addition to providing background information on the child, parents need to help analyze their children's strengths and limitations. Parents should also work with teachers in developing the right attitudes in children. Guidance counselors should engage parents as resource persons during career fairs, career talks, guidance seminars for boys and girls, and other activities such as open days and prize-giving ceremonies. Parents could also participate in cultural activities such as traditional dancing and other related performances. Parents' participation in these activities at school will make them feel they are part of the school. In addition, parents will feel welcome and appreciate that their knowledge and expertise is recognized by the school.